National Congress Bulletin

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Memo to Local Presidents:

COOPERATION between P.T.A.'s and the schools is at the very heart of National Congress thinking and action, and on the whole our record in this area is so very good that we can be proud of it. Let me quote a prominent educator, Dr. Paul J. Misner, the immediate past president of the American Association of School Administrators and now chairman of the National Congress Committee on School Education. Addressing his colleagues at the annual convention of school administrators last year, Dr. Misner said:

> *The parent-teacher association represents the most effective agency for securing the active participation of parents. When the programs of the parent-teacher association are planned cooperatively and when study and discussion groups are based upon the recognized problems and concerns of parents and teachers, it is easy to achieve large areas of agreement with respect to educational plans and programs. Across the country there are many thrilling examples of parent-teacher cooperation in solving effectively such perennial and stubborn problems as discipline, report cards, and the three R's.*

Two-way Cooperation

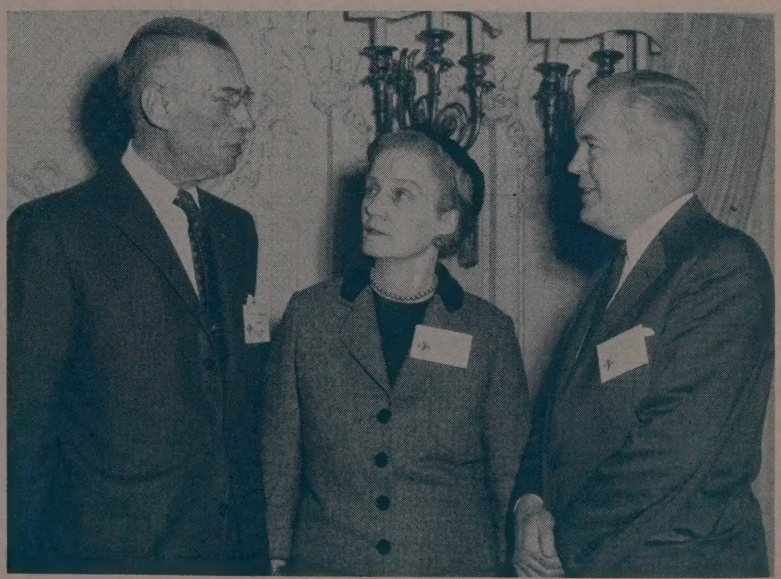
• Our goal is to add daily to this excellent record of "many thrilling examples of parent-teacher cooperation." We must bear in mind, however, that any instance of a breakdown in cooperation can be magnified to reflect on the entire parent-teacher organization.

The National Congress of Parents and Teachers has more than 43,000 local units, of which one thousand are new units, organized within the past year. In a group so large it would be surprising if there were not a few instances of tension, friction, or misunderstanding between some school officials and some parent-teacher associations. Human relationships—particularly lay-professional relationships—are not so easy that we can always score 100 per cent on cooperation. If there has been even a single failure in cooperation on the part of a Congress group, if any P.T.A. has unwittingly and unintentionally violated our national policy of noninterference in school administration, it is unfortunate and regrettable.

Then, too, cooperation is a two-way affair, and occasionally despite our best efforts the cordial working relationship that we desire does not materialize. In such instances we must discipline ourselves to make the sustained effort that is required to work for better cooperation. How then shall we go about it?

Getting a Good Start

• We can start with the knowledge that good will, respect, and trust extended to other people beget these same qualities in them. We can remember not to take it for granted that all educators know and understand the purpose, functions, and policies of the parent-teacher organization. Occasional criticisms from uninformed administrators remind us that serious misconceptions do exist. Some administrators, even though they have heard of our Objects, may not have a real understanding of them. Some may not be aware of our policy of noninterference in school administration. Others may not know of our services to the family and the community and of the scope of our Action Program. Still others may assume that the proper function of a P.T.A. is to be an unimportant adjunct of the school, or merely to raise funds for school equip-



© *Pics Chicago*

• David B. Allman (left), president of the American Medical Association, and Harold E. Fellows, president of the National Association of Radio and Television Broadcasters, welcome Mrs. Rollin Brown to the conference on "How To Use Local Television and Radio in the Health Field," which was co-sponsored by the two organizations.

(Continued from page 1)

ment and activities. Therefore we have a continuous job of interpretation and education to do.

If we are to explain the philosophy, purposes, and policies of our organization to school administrators, of course we must understand them thoroughly ourselves. Every local unit can see that the school principal receives a copy of the *Parent-Teacher Manual* and a subscription to the *National Parent-Teacher*, at which time attention may be called to the items that refer specifically to home-school relationships. Every council can provide these publications for school board members and for the school superintendent.

Timely Scheduling Helps

• Care should be taken in scheduling meetings of the executive committee so that the principal or his representative can attend.

At such meetings a school administrator really learns the functions and policies of the parent-teacher association (assuming, of course, that the committee members themselves are thoroughly informed). At such meetings P.T.A. activities are planned cooperatively with school personnel. In such meetings any possible difference of opinion over the appropriateness of a P.T.A. activity can be explored and ironed out in a friendly spirit. It is unlikely that a P.T.A. which plans its program with the participation of the school principal will run into difficulties.

There are still a few administrators who are opposed to the whole concept of lay participation in educational programs. Fortunately, their number is growing less every year. Leading educators are currently emphasizing the importance—indeed the necessity—of public participation in educational planning. For instance, Dr. Misner said in the address previously cited, "Lay participation in curriculum planning is not a debatable issue . . . . Lay participation in educational planning is an essential part of our American tradition. We can be glad that it is."

The wisdom of these words is underscored by the success of lay participation in the White House Conference on Education and in many state and community conferences. In view of such evidence as this, it is hard to realize that any administrator can still believe that the school is his own exclusive business and that the sole function of citizens is to foot the bills. Such an administrator may resent, fear, and oppose lay participation and call it "interference." Short of this extreme, there are other administrators who simply feel timid about using an instrument that is new to them.

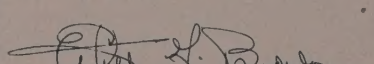
When there is such an administrator —whether he is fearful or resentful or simply uninformed—lay-professional cooperation in the school and the community will naturally be at a very low stage.

We shall have to start slowly and work cautiously and understandingly to raise it to a higher level. We know that we don't get cooperation by being critical or by saying, "You ought to be cooperative; other people are." We get cooperation when people have pleasant and profitable experiences of cooperation.

Keep Approaches Constructive

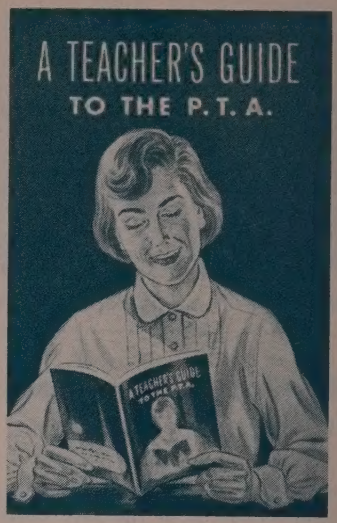
• Our approach must be constructive. We can invite the school principal to cooperate with us in planning our programs and activities, and we can see that his participation is a rewarding experience for him. We can make sure that he knows about our policy of noninterference in school administration, and we can win his trust, respect, and confidence by examining every P.T.A. plan in the light of that policy. We can ask him what the educational needs and problems of the school are and how best to interpret them to the general public. We can show him how parents and teachers working together can shape the total community environment in which children grow. Success in even the smallest cooperative project can lead to progress in an ever-widening area.

We are on the threshold, I think, of one of the most promising eras in the history of public education. What will happen, however, depends on the success of school administrators, teachers, parents, and other citizens in working together. I confidently believe that every local unit will accept its responsibility for building and maintaining effective, enduring cooperation.



MRS. ROLLIN BROWN, *President*
National Congress of Parents and Teachers

REMEMBER THE MEMBERSHIP GOAL – 11,000,000



• This booklet furnishes a factual and realistic appraisal of the accomplishments and potentialities of the parent-teacher organization as it operates in the school, the community, the state, and the nation. Through illuminating examples, it demonstrates that a good P.T.A. is one of the most effective educational aids a teacher or school administrator can have, and it shows teacher and administrator how to cultivate and reap the benefits of home-school-community cooperation.

Price: 50 cents a copy. 80 pages.

1958 CONVENTION

• The 1958 convention of the National Congress will be held in Omaha, Nebraska, on May 18, 19, 20, 21.

NATIONAL CONGRESS BULLETIN

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FACTS FOR FOUNDERS DAY

• • • • ACHIEVEMENT THROUGH THE YEARS

PARENT-TEACHER PROJECTS • • • •

FOR SIXTY-ONE YEARS the National Congress of Parents and Teachers has dared to want a world in which every child alive may enjoy sound health, spiritual security, careful nurture, and wise schooling. To achieve these objectives it has:

• Developed public attitudes sensitive to the needs of children and youth in home, school, and community throughout our nation and in many parts of the world.

• Built a backlog of public opinion so strongly in favor of our public school system that state and community lawmakers, boards of education, and other official agencies have appropriated greatly increased funds for teachers' salaries, for extended curriculums, and for improved school equipment.

• Established and supported public kindergartens until public support could be secured.

• Supplied the voting power and citizenship education needed to turn the tide when issues affecting the welfare of our schools and of our children have been at stake.

• Promoted successfully thousands of school building projects, including preliminary surveys, educational campaigns, and school bond issues.

• Helped maintain educational standards during the years of war and depression —an achievement for which it received a special citation from the National Education Association.

• Raised millions of dollars for equipment to make our schools more efficient and pleasant for teachers and pupils until taxpayers realized the values therein and could be persuaded that such projects were their responsibility rather than the responsibility of the parent-teacher association.

• Sponsored and developed teacher recruitment activities throughout the country. Sponsored Future Teachers of America clubs.

• Made it possible for millions of parents and teachers to become better acquainted with each other and to understand better each other's purposes and problems.

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• Members of the Fresno (California) County Council enjoy a blue and gold candle arrangement that made its first appearance on the previous Founders Day. The candles, which will be used for years to come, were produced at a candlemaking workshop of the General Grant P.T.A. (Reedley). From left—seated: Mrs. Harold Netzley; Mrs. Ralph Eymann; Mrs. Les Weaver, council president; Mrs. Dave Harder; and Mrs. Merle Shantz. From left—standing: Mrs. Vernon Hamburger, Mrs. Clifford Tufts, Mrs. Lambert Klaucke, Mrs. W. H. Meyers, Mrs. John C. Adams, Mrs. Russell Bland, and Mrs. Joseph Spano.

• NEW FACES add zest to a program, St. Mary's P.T.A. in Bangor (Maine) discovered through its Founders Day pageant. Members turned out in record numbers to applaud the cast that had never before taken part in this type of program, and many commented on their pleasure at seeing so many new faces among the participants.

• TO PAY TRIBUTE to its past presidents at its Founders Day program, the John G. Carlisle P.T.A. (Sixth District, Kentucky) presents a gift to the school in their honor. Last year's contribution was a new bulletin board for the entrance hall. The South Hillside P.T.A. (Wichita, Kansas) placed five books on the shelves of the school library in honor of its past presidents.

• IS YOUR UNIT PLANNING to distribute lists of its achievements at the Founders Day meeting? Here's a suggestion Mrs. Otto M. Budig, Kentucky program chairman, passed along to units in her state: "Do not list things that you have purchased for the school. Instead, list your achievements in such fields as safety, health, legislation, civil defense, juvenile protection, school lunch, and recreation. Perhaps, too, you have supplied leaders for character-building groups—Boy Scouts, Girl Scouts, 4-H clubs, Camp Fire Girls, and others."

• "P.T.A. ACTION Through the Years" can provide the framework for an effective Founders Day ceremony, says Mrs. G. Swiss Theilkas, Arizona program chairman, writing in the *Arizona Parent-Teacher News*. Group P.T.A. accomplishments into several action categories (such as hot lunches, libraries, child labor statutes, traffic safety, scholarships for teachers), she suggests, and paste each list on the back of an appropriate poster or picture. Then call on people at the meeting to come before the group, hold up the posters, and take turns reading what the P.T.A. has accomplished over the years.

• VALUABLE CONTRIBUTIONS to the National Congress archives recently were made by Mrs. Joseph A. Jones of Fanwood, New Jersey, in the form of some well-used but well-preserved parent-teacher materials. In Mrs. Jones's treasure trove is her November 1906 issue of *National Congress of Mothers Magazine* and four programs she received at New Jersey Congress conventions, from 1919 to 1923. Interesting to note in the programs are names of some of the early New Jersey committees: mothers' circles in churches; father and son; country life. The lists of course include committees on Founders Day.

• FOR LIVELIER Founders Day programs, a *Hawaii Congress Newsletter* offers these suggestions: (1) Use juvenile protection as a theme, showing how the National Congress has worked to secure legislation and other safeguards for youth. (2) Arrange for a panel of young people to discuss "some of the circumstances that hinder children and youth from finding success and happiness." (3) Instead of reading your achievements at the meeting, do some dramatizing to illustrate what you have accomplished.

FACTS FOR FOUNDERS DAY • *Continued*

• Pioneered in establishing and maintaining thousands of hot school lunch programs long before the public in general became aware of their importance.

• Arranged for physical examinations of nearly three million preschool children in the annual Summer Round-Up campaigns.

• Cooperated with many youth-serving agencies by providing leadership and encouragement for their projects and programs.

• Sponsored home and traffic safety education and safety legislation.

• Placed hundreds of new child welfare laws on national, state, and local statute books, and kept in force many desirable measures that might otherwise have been allowed to lapse.

• Worked consistently for legislation to safeguard the welfare and education of Indian children and children of migrant workers.

• Raised the standard of treatment for so-called juvenile delinquents by supporting the establishment of juvenile courts for minors.

• Helped establish child-care centers for children of working mothers and worked to raise the standards of all child-care establishments.

• Sponsored and supported hundreds of teen-age recreation centers and other recreation units, to encourage citizenship and discourage juvenile delinquency.

• Assembled a national conference on the problems of drug addiction among our youth.

• Alerted the public to violations of child labor statutes, stressed the need for improved juvenile detention facilities, and supported sound adoption laws.

• Appropriated substantial sums annually since 1938 for the promotion of American Education Week, sending the national president or a representative to Washington each year to help plan for this nation-wide observance. Published and donated pertinent leaflets for the American Education Week packet.

• Published without interruption since 1906 an official magazine, the *National Parent-Teacher*, devoted solely to the welfare, education, and protection of children and youth.

• Provided free to parent-teacher workers millions of books, pamphlets, leaflets, and other materials to guide them in their planning and to place at their disposal the accumulated wisdom and knowledge of experienced parent-teacher leaders.

• Established thousands of study-discussion groups and radio-listening groups concerned with parent education, child development, and home and family life, in an effort to safeguard the American home by building a better informed American parenthood.

• Worked with every White House Conference on Children and Youth since the conferences started in 1930, and supplied leadership for follow-up work in the states.

• Co-sponsored the University of the Air radio series, *The Baxters* and *Home Is What You Make It;* sponsored thousands of local radio programs on parent and family life education and school improvement.

• Sponsored and encouraged extension of library services, county libraries, and use of bookmobiles. Lent all-out efforts toward the enactment of the Library Services Act.

• As early as 1929, supplied a parent education specialist for field service throughout the nation.

• Engaged in scores of other adult education projects, including the training of thousands of lay leaders for parent education study-discussion groups.

• Secured the part-time consultant services of five well-known parent education specialists to expand and enrich the parent education program in every state branch for a period of five years.

• THE ACTION PROGRAM shouldn't be overlooked as a topnotch resource for Founders Day program builders, one state branch maintains. The booklet offers ideas galore for organizing and planning programs, whether reviewing worthy accomplishments or projecting future endeavors. It serves as a reminder when preparing achievement lists or devising a program to highlight the achievements. It offers a wide variety of topics for discussion or dramatization. (*Action Program,* available from the state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. Price, 10 cents; 24 pages, illustrated.)

• SAYS THE *Idaho Parent-Teacher,* "Founders Day is an excellent opportunity for councils to combine the full talents to be found in their units for some wonderful TV and radio programs."

• THE TENNESSEE CONGRESS offers awards each year for outstanding Founders Day programs. A Gold Seal Certificate is given to one unit in each district, and a Grand Award (a suitable trophy) is given to one unit chosen from winners in the fifteen districts. Programs are judged for: subject matter, based on national, state, and local achievements, 50 points; originality, 25 points; and staging and presentation, 25 points.

• A NEW APPROACH to Founders Day was suggested by Mrs. John B. Martin, former program chairman of the Michigan Congress, in the *Michigan Parent-Teacher:* "Founders Day programs can be planned to look both ways—to the future as well as to the past. I'm not suggesting that we omit honoring our Founders or reviewing past achievements—rather that this might be shortened and presented as a kind of introduction to the future. . . . Your superintendent could briefly review the major problems just ahead in growth, building needs, or curriculum development. A panel of parents and teachers could then state their ideas on how the P.T.A. can help to meet these needs." Mrs. Martin pointed out that this type of program might have special appeal to P.T.A.'s too young to have a history of their own.

• EXHIBITS of Congress publications are concrete proof of what P.T.A.'s are doing for children and thus are highly appropriate for Founders Day, suggests the *Hawaii Congress Newsletter.* Program planners also are prompted to create skits, dialogues, and conversational programs from the pages of *National Parent-Teacher* and Founders Day pamphlets and to develop new techniques for presentations from *New Hope for Audiences.*

HEADQUARTERS KEY RING

To receive one of these appropriate and lasting gifts on Founders Day—or any other day—is indeed an honor. Upper left: medallion face showing Congress seal; lower right, reverse, showing National Headquarters.

Price: 75 cents each

FACTS FOR FOUNDERS DAY • *Continued*

• Participated officially in conferences at San Francisco and elsewhere when the United Nations, its member agency UNESCO, and other international agencies were established and launched.

• Served continuously on the United States National Commission for UNESCO since its organization.

• Spearheaded cooperative campaigns with other service and civic groups to secure tax measures that have raised school standards in hundreds of school districts.

• Stimulated the phenomenal spread of the parent-teacher movement throughout the world.

• Sent representatives to Japan and Germany during the Occupation, to assist in the development of P.T.A.'s and to help plan for a national parent-teacher organization in Japan.

• Co-sponsored with the Canadian Home and School and Parent-Teacher Federation an International Conference on the Child in Home, School, and Community, some forty countries being invited to participate.

• Supplied war-devastated countries with teacher education textbooks and books for children.

• Issued *A Civil Defense Plan for Parent-Teacher Associations.* Encouraged P.T.A. leaders and members to participate in civil defense activities for the protection of home, school, and community.

• Focused attention on American citizenship by asking all members to observe Citizenship Day.

• Adopted recommendations urging the fluoridation of our water supplies.

• Cooperated with the National Foundation for Infantile Paralysis in testing polio vaccine, in gamma globulin field trials, and during Salk vaccine inoculations.

• Participated in a conference on Moving Ahead To Curb Juvenile Delinquency, held by the Children's Bureau and the Special Juvenile Delinquency Project, U.S. Department of Health, Education, and Welfare.

• Participated each year in observance of United Nations Week.

• Held joint group meetings with the National Education Association, American Association of School Administrators, National Association of Secondary-School Principals, and the Music Educators National Conference.

• Sent representatives and observers to meetings, conferences, and conventions of many other organizations interested in the welfare of children and youth.

• Stressed juvenile protection and supported the principle of providing grants-in-aid, under the U.S. Children's Bureau administration, to states for the purpose of strengthening and improving state and local programs to combat and control delinquency.

• Engaged actively in projects to inform the public of the potential values of educational television, and worked to promote legislative action, to secure financial support, and to establish educational television networks.

• Stressed constantly the need to keep parent-teacher associations democratic in spirit and in action, always respecting the integrity and rights of the individual regardless of his race or religion.

• Participated in the White House Conference on Education.

• Stimulated the awarding of scholarships to students who plan to take or who are taking teacher education courses. Nearly $2,500,000 has been contributed.

• Developed, and continues always to develop, public awareness of the needs of children and youth, striving to formulate public action toward the improvement of conditions in the community that contribute to the successful growth and development of its children.

• THE REPLICA of National Headquarters at the Garfield P.T.A. (Madison, South Dakota) Founders Day celebration was a delightfully edible birthday cake, baked by a P.T.A. member, Mrs. Art Olson. The cake looked and tasted so good that members and guests were glad to pay for their shares. Receipts, of course, became part of the unit's Founders Day gift.

• A TAKE-OFF of the TV program, "I've Got a Secret," provided an entertaining as well as informative Founders Day program for the Gifford M. Booth P.T.A. (Wichita, Kansas). A panel representing famous P.T.A. personalities attempted to guess the secrets of several contestants. The secrets were events in National Congress and unit history.

• INTERVIEWS with past presidents were used to tell the National Congress story at a Founders Day meeting of the Drake P.T.A. in North Dakota. Escorted to the platform by members of the Young Citizens League, ten past presidents unfolded the history of the P.T.A. with the help of some adroit questioning by Mrs. William Anton.

• TEACHERS AND EMPLOYEES of the board of education having at least twenty years of service at the Parma (Ohio) Senior High School were honored by the school P.T.A. at its annual Founders Day dinner.

• CHARADES depicting unit accomplishments were presented at the Founders Day program of the Memorial Park P.T.A. (Euclid, Ohio). Members in the audience divided into two teams and competed in guessing what the charades represented.

• IN ITS FOUNDERS DAY observance the Lincoln P.T.A. (Pittsburg, Kansas) surprised one of its teachers, about to retire after many years of service, with a "This Is Your Life" type of program. Many former students participated in the tribute, and friends and relatives who were unable to attend sent in their recordings.

With threads of blue and gold the P.T.A. Objects have been woven into an exquisite bookmark. Because it is mounted on a substantial, all-purpose double card, the Objects bookmark is a valuable Founders Day accessory—for programs, favors, and greetings. As each bookmark has its own mailing envelope, it also is suitable for invitations. These handsome cards, which would be treasured by P.T.A. members and their friends, may be purchased from the National Office for twenty-five cents each.

P. T. A. BULLETIN BOARD

Brief Items of Current Interest

- **"THE OTHER KIDS DO IT. WHY CAN'T I?"** This oft-heard complaint prompted an inquiry into teen-age problems at a meeting of a high school P.T.A. discussion group in Hastings, Michigan. As a result, the 150 parents in attendance resolved to cooperate in enforcing some rules: (1) a 10 P.M. curfew for weekday nights, and midnight for Fridays and Saturdays; and (2) use of the school's parking lot by all student drivers, with no driving at noon or during free periods. Now Hastings parents have an answer to their offspring's pleas: "The others *don't* do it."

- **ON TEACHER APPRECIATION DAY** every teacher in the Lubbock, Texas, schools found a big red apple and a note of appreciation on her desk, both from the Lubbock City Council. Teachers were "kings" and "queens" for the day as they attended all the teas, coffee hours, or receptions held before and after school in their honor. A noontime luncheon and freedom from regular lunchroom duties were among the other courtesies extended as tokens of P.T.A. esteem.

- **THE PROBLEM OF HOW** eight Kapalama (Oahu District, Hawaii) teachers might get away from school to take in a science workshop was settled by mothers in the P.T.A. Eight of them volunteered their help for the needy schoolrooms.

- **HIGH LIGHTS OF ACTIVITIES,** compiled by the Central School P.T.A. (Des Plaines, Illinois) from minutes of the past thirty years, were mimeographed and distributed to members. Membership, it finds, increased from 200 in 1925 to 506 in 1957, with men accounting for 44 per cent of today's total.

- **THE AMERICAN SPIRIT** was spelled out in a recent contribution of Mrs. Myron Blee, Florida citizenship education chairman, in the *Florida Parent-Teacher:* "Someone made a study of the international character of the working force in a Pennsylvania textile mill and came up with the following dramatic findings: 'A German-American sorts the wool. An Albanian-American is in charge of the scouring. An Italian-American does the carding. A Scottish-American is in charge of the drawing. A Belgian-American supervises the weaving. A French-American is the inspector. A Turkish-American takes charge of the dyeing. A Polish-American does the pressing. An Irish-American supervises the shop. And the product they make is the all-American flag.' "

- **THE NEW MAYOR** of Silver Grove, Kentucky, is Mrs. Oscar M. Ruschell, a P.T.A. leader for many years. She is the first woman to be elected mayor in northern Kentucky.

- **SPECIAL DOOR-TO-DOOR DELIVERY** of the year's printed programs was rated by the Benjamin Franklin P.T.A. (Euclid, Ohio) as the master stroke in its success scores. Executive committee members, who did the program carrying, saw fruits of their efforts in a full open house meeting and a 100 per cent membership enrollment.

- **BRING-AND-BUY SALE** is the pert name of an annual fund-raising event of the Arnold High Street parent-teacher group in London, England.

• Perhaps Marilyn Grussendorff and Ricky Grant wish they could claim credit for surprising their teacher, Dorothy Briggs. But they were as surprised as she was that the apple was a Teacher Appreciation Day gift from the Lubbock City Council.

- **A COMPREHENSIVE HISTORY** of the first year of the Centennial School in Lawrence, Kansas, has been compiled by Mrs. Benjamin G. Lewis, historian and publicity chairman of the school's P.T.A. Beginning with the passage of the bond issue and the selection of the school site, the history describes the birth and subsequent accomplishments of the P.T.A., gives biographies of the teachers and P.T.A. officers, and presents briefs of P.T.A. and school board meetings. It is believed that parents, teachers, and school board members will find the history valuable in meeting problems of future years.

- **AS A SERVICE TO THE COMMUNITY,** the Columbia P.T.A. (Columbia Station, Ohio) is compiling a permanent picture-record of slides showing 150 years in the history of Columbia Township, which may be shown free of charge anywhere in the community. Latest photographs added to the collection were of the unit's past presidents and the newly organized Mothersingers.

THE MARCH OF DIMES TWENTIETH ANNIVERSARY

"Survival Is Not Enough"

Seven reasons why the March of Dimes needs $44,900,000 in January 1958:

FACT 1 **Polio is on the run**—While there has been an 80 per cent reduction in paralytic polio since 1955, millions of families have not taken advantage of Salk vaccine protection.

FACT 2 **Survival is not enough for those already stricken**—Treatment techniques, many of them developed in the March of Dimes-supported respiratory and rehabilitation centers across the country, can restore physical and emotional well-being for many patients who seek self-sufficiency, independent activities, and personal, family, and vocational usefulness.

FACT 3 **Operation Comeback**—One third of the more than 300,000 persons in the U.S. who have had paralytic polio might benefit from new techniques of modern medicine. The 3,100 county chapters of the National Foundation for Infantile Paralysis are surveying the scope of the problem.

FACT 4 **Post-polio cases account for 90 per cent of the money spent by county chapters in 1957; new cases account for only 10 per cent.** In spite of the drop in polio cases in 1957, estimated costs of care next year will be reduced by only $600,000—from $21,700,000 in 1957 to $21,100,000 in 1958.

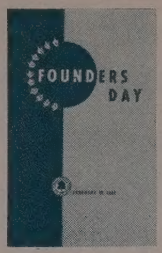
FACT 5 **America needs at least 75,000 more skilled personnel** to meet the minimum health needs of an expanding population within the next ten years. Neither Operation Comeback nor continuing progress in research can be realized without them. The March of Dimes will support $4,000,000 worth of professional and public education in 1958.

FACT 6 **A Medical Aid Fund of $9,900,000 will be established to assure continuing polio care** in any part of the country, even if chapters have expended all local funds. Twenty-five per cent of the 1958 net March of Dimes receipts will make up this fund to provide: (a) additional funds for chapters needing help, (b) support of respiratory and rehabilitation centers, and (c) technical equipment for patients' use.

FACT 7 **Virus research is expanding** to follow up the scientific leads developed in the conquest of the polio virus. The March of Dimes is increasing its support of research—$4,700,000 in 1958. This will include research for: (a) drugs to combat polio and other virus diseases, (b) new treatment methods to aid the handicapped, (c) improved vaccines, (d) studies in cellular biology that have bearing on all virus disease. This part of program development promises enlarged health activities for the National Foundation.

The 1958 March of Dimes will be polio-centered. However, the president of the National Foundation, Basil O'Connor, has stated, "Virus research and professional education programs are expanding and will continue to do so as a major part of whatever new program is undertaken . . . But the National Foundation plans to go into a new health program when the polio job no longer claims all our time and funds."

—Leader's Alert
National Foundation for Infantile Paralysis



FOUNDERS DAY 1958

• A copy of the new Founders Day pamphlet was sent to each local unit president on October 15, 1957. With the additional generous supply sent to each state office, a total of 64,260 Founders Day booklets have been mailed from the National Office. If your association failed to receive the free copy to which it's entitled, contact your state office immediately.

Included in *Founders Day—1958:*
Founders Day Message
Publicity Hints
Suggestions for Founders Day Programs
The P.T.A. Birthday (a small play in verse)
From the Congressional Record (two U.S. senators speak up)
Annals of Achievement: A P.T.A. Panorama (a radio or mock radio program)

What P.T.A. Members Should Know About Juvenile Delinquency

• Twenty-five hundred copies of this booklet recently were ordered by the Mental Health Materials Center, Inc., a nonprofit organization in New York City. Each pamphlet, book, film, or other audio-visual aid the Center selects for the persons or agencies on its subscription list is carefully screened by a highly qualified board of consultants. If this chosen piece of material passes the rigid test, it is then sent out in a monthly packet to the subscribing mental health departments, health associations, clinics, hospitals, boards of education, libraries, service agencies, and so on. Hence this order can indeed be interpreted as commendation for the authority and usefulness of the Congress publication.

The booklet, published in the hope of reducing the incidence of delinquency and of rehabilitating children already delinquent, may be ordered from your state congress or the National Congress. Price: 50 cents.

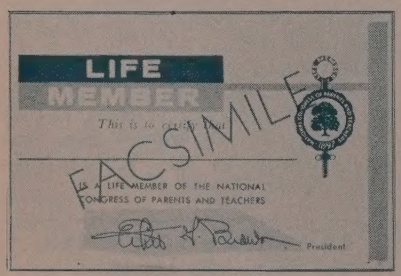
BROTHERHOOD WEEK
February 16–23
1958 theme:
"Rearing Children of Good Will"

National LIFE MEMBERSHIP *Means* CONTINUOUS RECOGNITION

A QUESTION often asked in parent-teacher groups is "HOW CAN WE HONOR OUR PRINCIPAL?" There are also other educators and civic leaders who deserve honor and special recognition for what they have done to make conditions better for children and youth. How shall they too be honored?

We have the ideal answer to both questions. Give these outstanding citizens a NATIONAL LIFE MEMBERSHIP in the National Congress of Parents and Teachers. By doing so you will place their names on a national roster of public-spirited individuals who have made special contributions to the welfare of children in such fields as education, recreation, health. Others, who also belong in this distinguished group, have served in a more general way, possibly by arousing public opinion to purposeful action. Persons so honored are always deeply moved by this significant evidence of appreciation.

The one you honor with a National Life Membership certificate will hold a symbol of the continuous and forward-flowing tide of parent-teacher service for the children and youth of our country. The reason for this is that all National Life Membership funds go into the National Congress Endowment Fund, and the latter fund is used to extend and perpetuate parent-teacher work. Therefore, when you honor a person with a National Life Membership, you can also assure him that the recognition is continuous.



• A miniature facsimile of the National Life Membership identification card. The card itself is of white stock, attractively imprinted in blue and black.

Why not award a National Life Membership to the principal of your school or to an outstanding leader in your community? And since the names of the previous year's newly honored Members are announced at the national convention, the award should be made before May 1. Also all National Life Members at the convention have an opportunity to get together at the now traditional National Life Membership supper.

For further details see page 129 of the *Parent-Teacher Manual*, Section I. And please do write to me at 341 Sharon Street, Providence, Rhode Island, if you need more information.

MRS. NEWTON P. LEONARD
Immediate Past President
National Congress of Parents and Teachers

THE BEST TIME IS NOW

—at the beginning of a new year—to stock or restock your P.T.A. bookshelves with Congress publications.

Parents and Teachers in Pakistan

Getting sociable

Another way in which parent-teacher groups can increase home-school cooperation is by bringing parents and teachers together for just plain good fellowship. Many a school starts off its year with social activities to help people get acquainted, but the Wichita, Kansas, Council of Parents and Teachers hit upon an unusual plan. Each September, the Council charters buses to take new teachers and parents in the community on a "courtesy tour" of the city to show the chief points of interest.

Parents and teachers find informal gatherings build home-school cooperation.

Communities have found that some of the most successful gatherings are those in which every member of the family joins the fun. A picnic for which the whole town turns out is a parent-teacher "annual" in many communities. In Bexley, Ohio, townspeople look forward to the "Fun Night Carnival" sponsored by the P.T.A.

A little ingenuity can give a novel twist to such all-time favorites as potluck suppers, buffet lunches, and afternoon teas. In Wyoming, one parent held a "bring-your-own" breakfast in her home. Each one of the guests—members of the local P.T.A.—brought his own favorite breakfast

33

৬৮ সহযোগী হিসাবে শিক্ষক ও অভিভাবক

যাহা কিছু দেখিবার যোগ্য, সবই দেখাইয়া আনেন. এবং এই ভাবে পরস্পরের মধ্যে বন্ধুত্বভাবের সৃষ্টির সহায়তা করেন।

অভিভাবক-অভিভাবিকা ও শিক্ষক-শিক্ষয়িত্রীদের ঘরোয়া আলাপ আলোচনার মধ্য দিয়ে পারস্পরিক সহযোগিতা গড়ে ওঠে।

কতকগুলি সমাজ এই তথ্য আবিষ্কার করিয়াছেন যে, শিক্ষক-অভিভাবকগণের যে সকল মজলিসে পরিবারের প্রত্যেকেই যোগদান করে সেগুলি খুব বেশী ফলপ্রদ হয়। অনেক সমাজেই, বছরে একবার করিয়া, অভিভাবক-শিক্ষক সমিতির উদ্যোগে, সহরে কোথাও বন-ভোজন হয়। Ohio

• Parents and teachers in far-off Pakistan have been given an opportunity to profit from "Parents and Teachers as Partners," the helpful Science Research Associates' publication written by Eva H. Grant, editor-in-chief of National Congress publications. The pamphlet has been translated into Bengali by Principal A. Razzaq of Pakistan, and 3,000 copies have been published by Standard Publications in Dacca, Pakistan. A glance at a copy of the pamphlet sent to the National Congress shows that the illustrations have been "translated" too—to depict, in charming fashion, Pakistani mothers, teachers, and children at home and in school. Is there a copy of the English edition in your library? If not, perhaps you would like to order one from your state congress or from the National Congress. The price is 60 cents a copy.